

ENG 2000 Literature and Culture: It's Greek to Me!

(GE) (2 units)

A study of representative works of literature and cultural contexts.

Letter grade.

(GELO2C)

Fall 2024

Section 7

4 Units

Section 7 MW 1:30 – 2:25 pm;

Bond Academic Center (BAC) 103

Final Exam: Scheduled time Wednesday, December 18, 1:30 – 4:00 pm

Instructor	Nina Evarkiou, CPhil
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Office Hours	W 12:15 – 1:15 pm and by appointment
Office Location	Bond Academic Center 117 (across from the LJWL Office) and via <i>Zoom</i>

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

From the PLNU 2024-2025 Catalog:

A study of representative works of literature and cultural contexts.

This course is part of PLNU's General Education Program - IV. Exploring Arts and Culture "a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary."

General Education Learning Outcomes

As a General Education (GE) course, ENG 2000 helps to equip you with a broad range of knowledge and skills that will enrich not only your academic studies but also your lifelong learning and vocational service as a Christ-like participant in the world's diverse societies and cultures.

Institutional and GE Learning Outcomes

Context: Learning, Informed by our Faith in Christ

ILO #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning.

GELO 1a Written Communication: Students will be able to effectively express ideas and information to others through written communication.

GELO 1b Oral Communication: Students will be able to effectively express ideas and information to others through oral communication.

GELO 1c Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

GELO 1d Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

GELO 1e Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Context: Growing, In a Christ-Centered Faith Community

ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments

GELO 2a Students will develop an understanding of self that fosters personal well-being.

GELO 2b Students will understand and appreciate diverse forms of artistic expression.

GELO 2c Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Context: Serving, In a Context of Christian Faith

ILO#3: Students will serve locally and/or globally in vocational and social settings

GELO 3 Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

Course Learning Outcomes

1. Students will closely read and critically analyze texts. (GELO 1d, 2b, 2c)
2. Students will recall, identify, and use fundamental concepts of literary study to read texts: terms, modes/genres, element, periods (dates, writers, characteristics, developments). (GELO 1d, 2b)
3. Students will connect the literary works with their own lives and with the social, cultural, and historical contexts of the works and their authors. (GELO 1d, 2b, 2c)

Required Texts and Materials

Odyssey by Homer Translated by Robert Fagles 9780140268867

Theogony and Works and Days by Hesiod Translated by M.L. West 019953831X

Sappho If not, Winter: Fragments of Sappho Translated by Anne Carson [0375724516](#)

Antigone by Sophocles Translated by Paul Woodruff [0872205711](#) Hackett

Bacchae by Euripides Translated by Paul Woodruff [0872203921](#)

The Birds by Aristophanes Translated by [David Barrett](#) and [Alan Sommerstein](#) 9780140449518

Republic by Plato Translated by C.D.C. Reeve [0872201368](#)

Utopia by Thomas More Translators Adams and Logan 039393246X Norton Critical Edition
Timon of Athens by William Shakespeare [1982164948](#) Folger Library
Frankenstein by Mary Shelley [0393644022](#) Norton Critical Edition
Ulysses by James Joyce [0394743121](#)
The Penelopiad 2005 Margaret Atwood 1786892480
Antigonick 2012 Anne Carson [0811222926](#)

- Additional readings will be posted on *Canvas*.

Recommended Texts and Materials

- *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.
- Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St. Martin's, 2021.
- You will also need access to the Internet, a PLNU e-mail account, and *Canvas*. Plan to bring your laptop or some other device that is capable of accessing and submitting work via *Canvas* to every class. Please use Word as your word processor.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 113 total hours meeting the course learning outcomes.

Major Assignments, Grade Distributions

Assignment Category	Length (approx.)	Weight
Daily critical reflections (for every day of class)	Approx. 300 words each entry	5%
Critical Reflections Compilation to be submitted at the midterm and last day of class. (2)	Approx. 300 words each entry	30%

Assignments of the instructor's own discretion Quizzes, class activities, participation, etc.	Varies	10%
Oral Presentations	N/A	5%
Midterm Exam	Varies	25%
Final Exam	Varies	25%

Assessment and Grading

The grading scale for this course is as follows:

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	0-59.9

I grade all coursework not listed as a major assignment using the Canvas complete/incomplete grading system, for example the daily critical reflections.

- A "complete" indicates that you successfully completed the assignment in a timely, thoughtful, and thorough manner.
- An "incomplete" suggests that either your work was too brief or superficial to demonstrate learning, indicated confusion or an incomplete understanding of the course concepts, failed to respond fully to the prompt, demonstrated evidence of not reading, or was missing altogether.

Finally, I do not discuss grades over email. I will be happy to talk about your grades with you at any point in the semester, and if you want to discuss your grade, email me to make an appointment.

Late Work

This course requires extensive reading and writing on a regular basis, and due dates are to help us all work at a manageable pace. Work is due on *Canvas* by the start of class on its due date, and you must complete all assignments on time to keep up with the course. The grade for an assignment will drop by one grade each day the assignment is late. Partial credit is not given to incomplete work, but rather the grade of F. Extra credit writing must be completed one week after you have viewed the play, film, visual exhibit, poetic or musical performance. Please come talk to me if you are concerned or falling behind.

Attendance and Participation

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement, which means students are expected to attend and participate in class every day. Success in ENG 2000 is highly dependent upon interaction with your peers and the instructor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities. Discussion in the class is mandatory when we are in class, synchronous, on video, or as part of a *Canvas* discussion thread. Participation is part of your grade. Feel free to express yourself. Your classmates are interested in your thoughts. It counts. When you do the course work, the discussion flows.

Keep up with the course work and allow yourself time to digest it. COME PREPARED.

Sleeping, talking, texting, being uninvolved with group work, or outright disruptive behavior can negatively impact your grade. If you are experiencing difficulty with attendance or participation, please talk with me so that we can work out an appropriate arrangement.

If you are absent for more than 10% of class sessions (4 classes for a MWF course), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (8 classes for a MWF course), you may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should email me as soon as you are able to let me know about your absence. Should you miss a class (for any reason), it is your responsibility to reach out to a classmate to get notes and any other material you may have missed. Some in-class work, such as peer review workshops, cannot be made up later if they are missed.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Academic Writing; MLA Style

For all written work, please use MLA Style and follow all standards of academic writing taught to you in your college composition class. The MLA Style includes the standard use of inclusive language. See also the LANGUAGE & BELONGING section of this syllabus below. Points are deducted for errors in MLA Style use.

Public Discourse

Much of the work we will do in this discussion-based class is interactive. The nature of Canvas discussion board posts and replies, and any recorded *ZOOM* meetings are public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed and/or heard by others in the class and is thus, public.

Diversity Statement

Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture, and other personal characteristics. In addition, the department of Literature, Journalism, Writing, and Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism, and the study of literature.

Language & Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Spiritual Care

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)

Use of Technology

Most of the readings and assignments for this course will be accessed and submitted via *Canvas*. As such, you will need to bring a device capable of accessing *Canvas* with you when you are in class. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. Please allow me up to 24 hours to respond to emails.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In ENG 2000, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in rhetoric and writing, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In ENG 2000, we will cover a variety of topics, some of which you may find triggering. These topics include incarceration, abuse of and violence against women and people of color, child/forced marriage, incest, questions about identity, questions about human sexuality, questions about religion, historical realities, cultural injustice, etc. Each time this topic appears in a reading or unit, I will give the class a warning. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in rhetoric and writing, and I will support you throughout your learning in this course.

Sexual Misconduct & Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic

violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

Resources

There are a lot of resources available to you as a student in this course and at PLNU. I will highlight three here that I believe are particularly useful: the Loma Writing Center, the Ryan Library, and the Wellness Counseling Center.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You're encouraged to talk with one of the Loma Writing Center's trained consultants about getting started on an assignment, organizing your ideas, writing with sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see <https://www.pointloma.edu/centers-institutes/loma-writing-center> or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Ryan Library

The Ryan Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at PLNU. The easiest way to get help is to connect with a reference librarian in the "Ask a Librarian" chat window on the Ryan Library homepage at <https://libguides.pointloma.edu/ryanlibrary>. You can also stop by the "Research Help" desk inside the Ryan Library.

Wellness Counseling Center

The Wellness Counseling Center helps students maintain and develop emotional well-being to achieve their educational and personal goals and promotes a healthy and inclusive community through relationship building, education, crisis intervention, and support. They provide short-term therapy to all undergraduate students registered for classes on the main campus, and they can recommend and refer to other resources for more long-term care and support. If you could benefit from their assistance, contact them anytime:

- Website: <https://www.pointloma.edu/offices/wellness-counseling-center>
- Email: counselingservices@pointloma.edu
- Phone: (619) 849-3020

If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 724-7240.

This mission of this course, should you decide to accept it, is not only to assimilate knowledge, but also, and perhaps more importantly to teach you how to think critically and express yourself lucidly and artfully. Developing oral as well as writing skills will help you throughout your college career and beyond. It's simple: people in the workplace who can effectively communicate with others succeed.

Hopefully, you will boldly go where you have not gone before.

Class Schedule



Paul Cezanne. *Dream of the Poet, Kiss of the Muse*.
Circa 1850. Oil on canvas. 82 x 66 cm. Musée d'Orsay.

Unless otherwise noted, all readings and assignments are due on *Canvas* 11:59 pm before the class that it is due and in hard copy at the beginning of class on the day they appear on the schedule. Details for all assignments can be found on *Canvas* or in hand-outs.

Week I

Wednesday, September 4 Introduction. Material overview. Assign "First Week Icebreaker" in "Discussion" thread on *Canvas*; complete initial posting and thread by 11:59 pm on Thursday.

Week II

Monday, September 9 Homer's *Odyssey*

Wednesday, September 11 Homer's *Odyssey*

Week III

Monday, September 16 Homer's *Odyssey*

Wednesday, September 18 Hesiod's *Theogony*

Week IV

Monday, September 23 Hesiod's *Theogony*

Wednesday, September 25 Sappho's poetry

Week V

Monday, September 30 Sophocles' *Antigone*

Wednesday, October 2 Sophocles' *Antigone*

Week VI

Monday, October 7 Euripides' *Bacchae*

Wednesday, October 9 Aristophanes' *The Birds*

Week VII

Monday, October 14 Plato's *Republic*

Wednesday, October 16 Plato's *Republic*.

Week VIII

Monday, October 21. Midterm Critical Reflection Compilations due. Midterm exam.

Wednesday, October 23 More's *Utopia*

Week IX

Monday, October 28 More's *Utopia*

Wednesday, October 30 Shakespeare's *Timon of Athens* plus sonnets

Week X

Monday, November 4 Shakespeare's *Timon of Athens*

Wednesday, November 6 English Romantic poets and Greekness

Week XI

Monday, November 11 Mary Shelley's *Frankenstein*

Wednesday, November 13 Mary Shelley's *Frankenstein*

Week XII

Monday, November 18 Joyce's *Ulysses*

Wednesday, November 20 Joyce's *Ulysses*

Week XIII

Monday, November 25 Joyce's *Ulysses*

Wednesday, November 27 Thanksgiving Break *No class meeting*

Week XIV

Monday, December 2 Atwood's *Penelopiad*

Wednesday, December 4 Atwood's *Penelopiad*

Week XV

Monday, December 9 Carson's *Antigonick*

Wednesday, December 11 Carson's *Antigonick*

Week XVI

Final Examination: Scheduled time Wednesday, December 18, 1:30 – 4:00 pm

Of note: 

Separate assignment sheets for written projects will be distributed on Canvas or handed out at the appropriate times during the course. Each assignment sheet will clearly state the parameters of the assignment as well as the due dates of different phases of the project.

Partial credit is not given to incomplete work, but rather the grade of F. Late work will drop by a whole letter grade each day it is late. When rough drafts are due, you must have the required word count as the final draft to receive credit.

Extra credit

Extra credit writing must be completed one week after you have viewed the play, film, poetry or musical performance. In order to receive credit for extra credit assignments all of the other assignments must be completed. If a mandatory viewing of a play, film or other kind of performance is assigned and you cannot attend, an alternate assignment will be offered and must be completed.

I reserve the right to alter the class schedule according to the dynamics of the class.

